**Teacher(s) Name**: Emily Treiser

**Thematic Unit Theme/Title/Grade Level**: Map Skills & Geography/ Where in the World…/ Grade 2

**Wiki space address**: <http://ucf2whereintheworldf10t.wikispaces.com/>

# Daily Lesson Plan Day/Title: Day 2/ All about the United States

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| Learning Objectives | 1. The student will have a basic understanding of the United States culture.   2. The student will be able to locate the United States, Canada, Mexico, and Caribbean on a map.  3. The student will state a minimum of three facts about the United States.  4. The student will complete the post assessment quiz with 80% accuracy.  5. The student will be able to identify currencies used in the United States, Canada, Mexico, and the Caribbean. |
| **NCSS Theme/Sunshine State Standards** | **NCSS Themes:** 3. **People, Places, and Environments**: The study of people, places, and human-environment interactions assist learners as they create their spatial views and geographic perspectives of the world. **Sunshine State Standards**:  **1. SS.2.G.1.4**: Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands).  2. **SS.2.C.3.2**: Recognize symbols, individuals, events, and documents that represent the United States.  3. **SS.2.G.1.2**: Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and the national capital.  **4. VA.A.1.1.2**: Uses art materials and tools to develop basic processes and motor skills, in a safe and responsible manner.  **5. LA.2.1.6.1**: The student will use new vocabulary that is introduced and taught directly. |
| Activities & Procedures | 1. The teacher will have a quick review with the students what they learned the day before. The teacher will ask questions like, What does a compass rose help with on a map?, How does a legend work?, and What is longitude and latitude? The teacher will then show a map of the United States. The students will receive a worksheet with six questions and work in groups of four. They will use the map to use their skills that they learned the day before, about map skills, by using the United States. The class will then go over the answers as a group. 2. Next, the teacher will explain what the new lesson for today is about.  * The students will be learning the following about the United States: * Brief History * Economy * Population * Culture * Government * Flag * Food/ Dance/ Art/ Music  1. The teacher will read a part of “State-by-state Guide (United States Of America)” to the students and the National Anthem will be playing in the background. The teacher will discuss the main points from the book. For instance, the National Anthem, the flag, brief history and the music/art in the United States. The students will color the flag, while the teacher explains brief history on the flag. Also, the teacher will ask the students what they think the popular music of the United States is. 2. The students will use their knowledge from the book and learn about the government. The teacher will show Washington DC, and important buildings that correlate with the government. The teacher will show the class different dollar bills and coins. As a class, the teacher will ask the students questions about the currency, for instance, Is the same person on each dollar?, Who is on the dollar bills?, and What are the amounts of the coins? 3. Lastly, the teacher will discuss popular food found in the United States. For closing the lesson, the teacher will pass out apple pie (with knowing allegories beforehand). And the students will enjoy their apple pie, write their three facts in their passport, glue the American flag, and glue the United States map. |
| Resources/Materials | **Resources:**   1. <http://kids.nationalgeographic.com/kids/places/find/united-states-of-america/>  “State-by-state Guide (United States Of America)”- By Millie Miller  1. <http://www.youtube.com/watch?v=yb_yVxDyB9s>   **Materials:**   1. Computer 2. Construction paper 3. Markers/ crayons 4. Pencil/ Pen 5. Book 6. Dollars and coins 7. Apple Pie |
| **Assessment** | **Pre-Assessment**: A trivia game was played last week to indicate prior knowledge the students have about the United States, Canada, Mexico, and the Caribbean Islands.  **Post-Assessment:** The students will be informally assessed during the lesson, by participation and understanding of the activities. The students will also be creating a passport, and each day they will add new information. This passport will be assessed to test the students on their information from this lesson. |
| Exceptionalities | **ESOL**: 1. Explain information using models and pictures.  2. Use interactive activities.  3. Relate lesson to students’ prior knowledge.  **SLD**: 1. Keep oral instructions logical and concise. Reinforce them with a brief cue words. Repeat or re-word complicated directions. 2. Talk distinctly and at a rate that the student with a learning disability can follow. 3. Use plenty of examples. 4. Ask questions in a clarifying manner and then have the students with learning disabilities describe his or her understanding of the questions.  **Gifted/Talented**: 1. Rather than just "giving" them information, help them to discover it. 2. Incorporate multiple intelligences in the lesson. 3. Conduct informal assessments. |
| Discussion Notes | The passport that was created will be filled out throughout the unit and will serve as a final assessment. Also, the trivia game that was noted in the pre-assessment will be played again at the end of the unit to indicate how much information students learned about the United States, Canada, Mexico, and the Caribbean Islands. It will be the post-assessment for the entire unit and will take place on Day 5.  The extension will be to have the students talk to their parents about where their relatives live. The teacher will give the students a blank map and the students, along with their parents, will fill in their relative’s names in the state in which they live in. |

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